



Principal's update

It is hard to explain the excitement levels that have been in the air since we returned after Easter due to the swimming pool appearing on site! We are delighted that we have the pool in place for the whole of the Summer Term.

It has been wonderful to see the children's faces as they enter the marquee and see the pool for the first time. Year 3 were the lucky year group to have the very first lessons this month.



Most of the children in Year 3 are non swimmers currently and so it is vital that they have the opportunity to become more confident in the water. Some children however are already accomplished swimmers and are impressing their peers with their swim skills.

Our vision at CPA is for all children to leave Year 6 confident in the water with the aim that all can swim 25 metres unaided. Therefore we will give children opportunities to swim in Years 3, 4, 5 and 6. This is a significant increase in lessons because we feel it is a vital life skill.

Our swim teacher, Jack, is incredibly supportive and encouraging of the children and they have already spoken extremely highly of him to their teachers. He is teaching from in the pool with the children so he can aid their technique and support and guide them easily. We are confident that the children will make great progress. It is very exciting indeed!



Dates for your diary

Bank Holiday:

Monday 5th May 2025

Staff Development Day:

Friday 23rd May 2025

Half Term:

Mon 25th - Fri 30th May 2025

Attendance

The class with the best attendance this last week was:

- 1st place: 3HW
- 2nd place: 3TG
- 3rd place: 6KB

It will be a non-uniform day for on, well done!



Well-Being:



Wellbeing is crucial for children as it impacts their overall development, including physical, mental, and emotional health, and supports their ability to learn and grow. It also helps them navigate challenges, build positive relationships, and develop confidence and self-esteem.

Improve your Sleep



Feelings of uncertainty and changes to daily life may mean your child, you and members of your family are having more difficulty sleeping. There is a lot you can do to improve your sleep. Aim to go to bed and get up at the same time each day and try and get some natural sunlight by opening curtains, etc. This helps regulate your body and can help you sleep better. Also, wind down before bed by avoiding tablets, phones and computers an hour before bedtime.

Self Soothe Box



Why not make a 'Self Soothe Box' with your little one? It can be taken out in times of need, or when they might need a moment to calm down or relax. All you need is a box or container, and then a range of sensory things to pop inside that will focus their minds. These could be:

- Something to touch (something soft, cuddly, with a comforting texture)
- Something to look at (photos of special people/things/pets)
- Something that the child likes to smell
- Something to hear (a wind-up toy or something with a comforting sound).

Mindfulness



How do we learn to be mindful? One of the most popular ways of learning mindfulness is through the practice of meditation. Usually, we start by focusing on our breath - which is useful as that's something we always have with us! We might focus our attention on noticing how the air feels as it comes in and goes out of our nose or mouth. When we notice our mind has wandered, as it will, we simply and gently bring our attention back to our breath.

Well-Being:

Self-Kindness

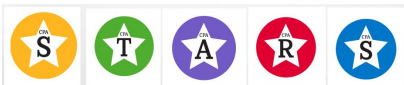


Being kind to others often comes naturally but being kind to ourselves may not. So, with that in mind, here are some ways to show yourself some kindness – this week and beyond.

- 1) Talk kindly to yourself
- 2) Practise gratitude
- 3) Perform acts of kindness to others
- 4) Reflect daily
- 5) Self-care
- 6) Be responsible for yourself.
- 7) Invest in your interests.
- 8) Practise mindfulness
- 9) Spend time in or around nature

Positive affirmations

Reciting positive affirmations with your child is a simple yet effective way of instilling confidence and self-belief into them from a young age.



Family Support

Childhood bereavement

Did you know that by the age of 16 at least one child in every classroom (1 in 29) will have experienced the death of a parent or sibling? (Penny and Stubbs, 2015)

These deaths are one of the most fundamental losses that a child will ever experience and without the right support it can lead to a range of problems, some of which can persist into adulthood.

Other deaths may also affect a family and one study showed that 78% of secondary school pupils felt that someone significant in their lives had died.

The death of a close family member has been shown to be a **risk factor** for children and young people, links have been shown to:

Lower academic attainment.



Lower aspirations for continued learning.



Family Support

Increases in physical health complaints.



More risk-taking behaviours.



Higher levels of anxiety
and depression (into adulthood).



Family Support

An increased risk of school exclusion
and youth offending.



HOW DOES GRIEF AFFECT A CHILD?

The child or young person themselves

- Their age and developmental stage
- Their relationship with the person who died
- Self-esteem
- SEND
- Personality
- History including other losses and trauma
- Their relationship with their on-going care give

The nature of the death

- Was it sudden or anticipated?
- Did they witness it?
- Have they had the chance to say goodbye?
- Traumatic, suicide or homicide
- Relationship to deceased

The environment

- How their parents cope
- Support available from other people
- Faith and culture
- Opportunities to talk about the loss
- Other changes or losses that may follow death



Relationship to deceased

- Living with or separated
- Difficult or healthy relationship
- Other issues that could impact relationships

Like adults, children find it hard to talk about difficult things.

Unlike adults, even if they do want to express themselves, they may not know how.

They will rely on the adults in their life to help them and show them how to do this.

Grief produces complicated feelings that some children don't yet have the vocabulary to name or describe. Following a death, children may experience:

Anxiety

e.g. difficulty leaving a parent or becoming overly anxious about everyday tasks.

Sadness

Becoming quiet and withdrawn.

Avoidance

May avoid things that remind them about death, including topics or conversations.

Impaired ability to concentrate or focus

This may be as a result of their grief and/or specific anxieties.

Extreme tiredness

Anger or acting out difficult behaviour

May mask sadness, depression or anxiety.

Sleep difficulties

Fears, nightmares or dreams, especially if there has been confusion about what happened to the person who died.



Guilt

Especially if they connect something they said or did e.g., an argument, with the death.

Physical complaints

Distress is often expressed physically but sometimes complaints may mirror those of the deceased.

These reactions are a natural and normal part of grief and are usually temporary.

If the child has a supportive family, they may only need a little extra help and understanding from the school.

If parents are grieving themselves, they might be less available to support their child and so the school might need to provide additional help for that family.

If you feel that you or your child needs support, please contact Margaret O'Donovan, Family Support Worker who can signpost you to services for support or please use the Helpline and websites below for support:

Freephone Helpline

Winston's Wish has a Freephone National Helpline (08088 020 021) available for parents or professionals to call between 9am and 5pm Monday – Friday.

Childhood Bereavement Network

Further information about organisations that offer support to bereaved children can be found on the [Childhood Bereavement Network's](http://www.childhoodbereavementnetwork.org.uk) website. (www.childhoodbereavementnetwork.org.uk)

Cruse

For adults who need extra help, Cruse (www.cruse.org.uk) offers a range of services across the UK.




Events:

Hello my name is Aaron Kanwal, I'm 11 years old and I have been doing Mixed Martial Arts for 4 years. Mixed Martial Arts has helped me in many different ways such as my social skills, my education and my attitude at home. When I was 7 years old I was diagnosed with ADHD and Martial Arts has helped me discipline myself into controlling it.



Cranford Park Academy Newsletter



 www.cranfordpark.academy
 0208 5733453
 cpaoffice@theparkfederation.org

April 2025

Events:



Mr Matthews Completed the London Marathon!



WOW! What an achievement! Mr Matthews successfully completed the London Marathon yesterday in far-from-ideal conditions! We are so proud of the amazing job he did! He was raising money for Petals which is a charity that offers counseling for families who have suffered baby loss. They work in different hospitals nationwide but Mr Matthews chose them as his charity for their work in Hillingdon Hospital and the Wye Valley Trust (Mr Matthews' childhood home region).

So far he has raised over £1800 for this charity. If anyone would like to donate you can via this link:

<https://2025tcslondonmarathon.enthuse.com/pf/stewart-matthews>

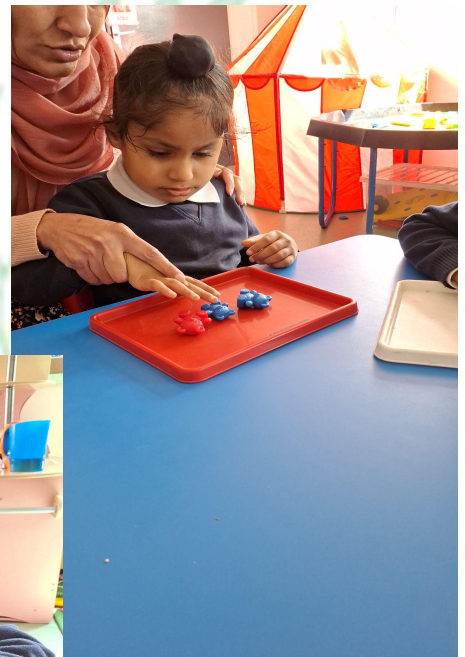


Self-confident **Trustworthy** **Ambitious**
Respectful & Responsible **Supportive**

Curriculum Showcase:

Garden Rooms

The Garden rooms children have been working hard on exploring numbers to 5. We have been practising touch counting to 5.



Curriculum Showcase:

Nursery



Nursery have been learning about minibeasts. They have read the hungry caterpillar story and have been learning about the lifecycle of a butterfly.



We have our own caterpillars and are very excited to see them change into butterflies.



Curriculum Showcase:

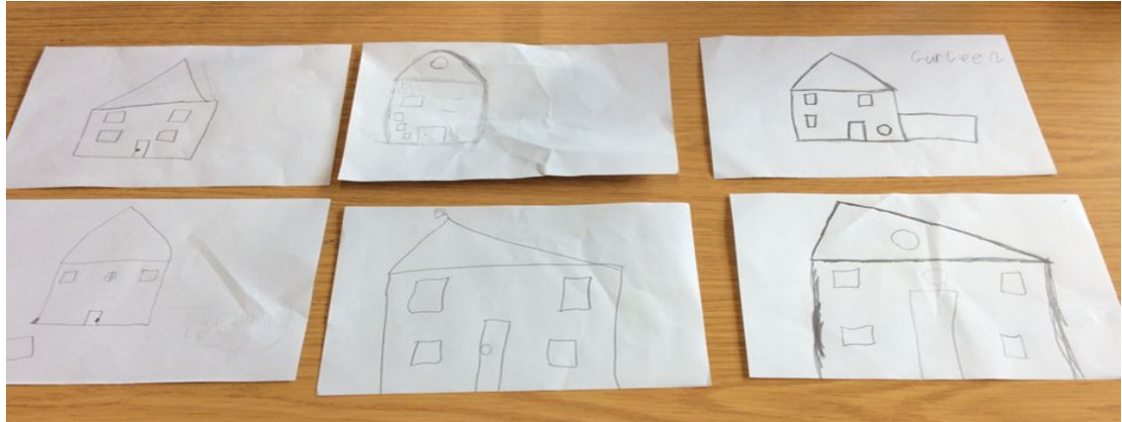
Reception

In Reception, we've embarked on an exciting adventure into the world of life cycles! Our children are thrilled to observe real caterpillars grow and transform right before their eyes. Along with our little friends, we're diving into the classic tale of *The Very Hungry Caterpillar* to explore themes of growth and change. The children have been engaged in various activities, including crafts, writing and nature walks to look for butterflies in our school garden.



Curriculum Showcase:

Year 1



Year 1 have started a new DT topic on Homes. We have been looking at different types of houses from all around the world and identifying the features and shapes that make up these homes. We then had a go at making our own houses using boxes and other materials that we might find around the home.

Curriculum Showcase:

Year 2

Just before the Easter break, Year 2 had a fabulous workshop on Road Safety from the brilliant 'Wizards Theater'. They explored positive and negative travel options of the school journey and enjoyed taking part in the quiz show at the end of the workshop. The workshop was fun and interactive and we look forward to possibly having the amazing Wizards Theater back again soon!



Curriculum Showcase:

Year 3



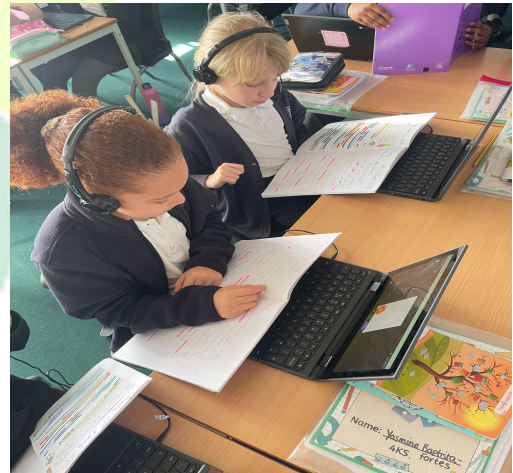
Year 3 have thoroughly enjoyed their swimming lessons so far. They have shown great resilience and awareness when learning about how to be safe in the water, using floats and making different shapes, such as a starfish! It has only been a week since the lessons started and the children's confidence has grown so much already. They can not wait to get back into the pool to learn more!



Curriculum Showcase:

Year 4

Year 4 had a blast channeling their inner broadcasters in their English unit last term, enthusiastically recording their very own radio advertisements!



Curriculum Showcase:

Year 5



Today, Y5 had a fantastic opportunity to watch Matilda- The Musical in London. It was an unforgettable experience. The show was absolutely amazing, full of energy, humour and dazzling performances that brought Roald Dahl's beloved story to life in the most spectacular way! Our children were a credit to the school. Their behaviour was impeccable throughout the trip and they represented us with pride and maturity. A huge well done to all of them for being such brilliant ambassadors. We are so proud!



Self-confident Trustworthy Ambitious
Respectful & Responsible Supportive

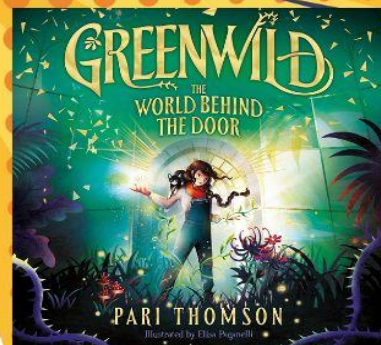
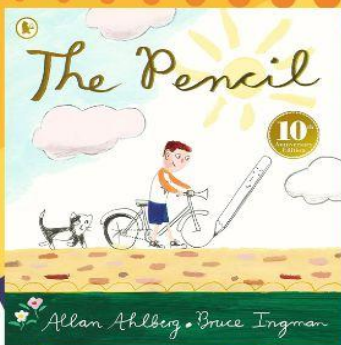
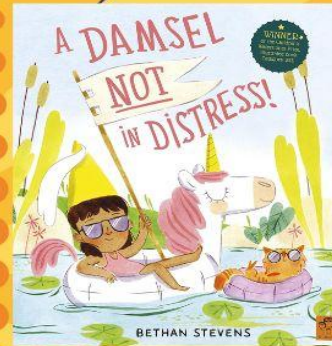
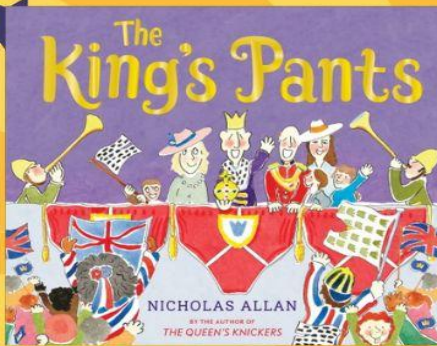
Curriculum Showcase:

Year 6

This term, year six are lucky enough to have Chris, the cricket coach, come into school every week and share his expertise. What wonderful weather to be able to enjoy the open space of the field and the sunshine, whilst improving their cricket skills. As the weeks move on, the children will learn the art of batting and fielding, as well as some rules of cricket, which they will then apply to playing a cricket match together.

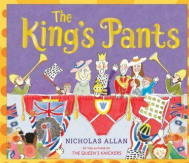


MRS MATTHEWS' RECOMMENDED READS



Mrs Matthews' recommended reads:

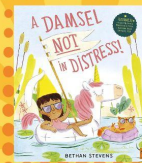
NURSERY AND RECEPTION



The King's Pants by Nicholas Allan

The King cannot rule without his Royal Pants. He has a pair for every occasion: coronation pants (he can't be crowned without them), organic pants (edible in royal emergencies) and even inflatable space-pants (because one never knows when they might come in handy). But in a boxer-shorts blunder at the Royal Mail, the King's undies have been posted to his subjects nationwide! With his Y-fronts gone wandering, how will the King possibly cope?

KEY STAGE 1

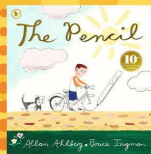


A Damsel Not in Distress! by Bethan Stevens

Once upon a time, hidden deep in a valley in a magical land far away, there was a very tall tower. And trapped at the very top of that very tall tower there was a damsel . . . in distress!

The only problem is, the damsel is not in distress. She keeps telling the narrator that she's perfectly fine. But the narrator just won't listen. When a scary, fire-breathing dragon comes to visit, it's up to the damsel to take charge of her story and save the day for everyone.

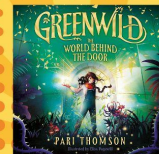
LOWER KEY STAGE 2



The Pencil by Allan Ahlberg

Just imagine the comical world that comes to life when a lonely pencil starts to draw. From the acclaimed duo behind *The Runaway Dinner* and *Previously* comes a playful, witty story about the power of imagination. Welcome back Banjo, the boy from *The Runaway Dinner*! Once a pencil draws him, there's no telling what will come next - a dog, a cat, a chase, and a paintbrush to colour in an ever-expanding group of family and friends. But it's not long before the complaints begin - "This hat looks silly!" "My ears are too big!" - until the poor pencil has no choice but to draw ... a rubber. Oh no! In the hands of Allan Ahlberg and Bruce Ingman, can anything but havoc and hilarity ensue.

UPPER KEY STAGE 2



Greenwild by Pari Thomson

Daisy Thistle-down has escaped from boarding school and has a mystery to solve. Her search for her missing mother will lead her across London and through a hidden doorway to another world, filled with plants and bursting with magic: the Greenwild.

But all is not well in this astonishing land. Before long Daisy finds herself confronting a dangerous presence that threatens green magic on both sides of the door. Daisy must band together with a botanical genius, a boy who can talk to animals, and a cat with an attitude, to channel the power that can revive the Greenwild and find her missing mother - and save her own world too.

Reminders

Start of school day

A reminder that school starts at 8.40 am. Gates close promptly at 8.50 am, if your child arrives after this time they will be marked late.

Belongings and lunch

Please ensure all children arrive at school ready to start their day with all they need for the day including packed lunches.

Attendance - Penalty Notices

The school does not authorise leave during term time and unauthorised absences related to leave will incur a Penalty Notice of £80.00 per parent per child rising to £160.00 per parent if not paid within 21 days. If you have previously received a Penalty Notice, the charge is increased to £160.00 per parent per child.

Cranford Park
Academy

